**Recapping from last session: Literacy, writing Demands, and Differentiation**

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| **Thoughts on Literacy:**   * low level of literacy origin at Y9 * oral vs. writing * writing more – tool * specialized vocab/reading/writing * inquiry learning * NZQA concepts * challenge prior/pre knowledge that may be incurred * what is the literacy of our specialised area? * appreciating and understanding this * modelling writing skills * increasing degrees of specialisation in writing/reading * specialist vocab * exposure of different styles of writing as models for young people * vital for inquiry learning and the long learners and NCEA success and beyond 🡪 key to everything * linked to showing understanding of concepts in the senior school * importance of Oral Literacy to help form structured writing * same word said differently or same word different meaning in the contexts * know and understand   your students, subjects, literacy elements (strategies to move then for)   * unique scientific literacy exists in our Y9-13 programmes * measuring/units * graphing * interpretation * difficulty w/ number of students coming in operating @ CL2. ways to improve? | **Thoughts on Writing Demands:**   * writing music useful * create more opportunities (e.g. journaling) * getting students started * relevant * structured sentence 🡪 paragraph 🡪 essay * what part of e-astle rubric fits in into SS in what order * punctuation and spelling is not as important * create opportunity to write (journaling) * scientific reporting / 3.2, 2.2, 1.2 * laboratory write ups * discuss/explain * Modelling of writing – how many? * Easier to see improvement in writing |
| **Thoughts on Differentiation:**   * which of the four functions best for what student * differentiate 4 indiv. students * allow students to use multiple tools of difference – freedom to decide * which of the 4 factors might be useful with which student * learning environment * incentive to do something about it * explicit instruction * deliberate instruction * definite solution to some situations – use of oral work 🡪 writing * varying components – good to look at * naturally occurring 🡪 foregrounding what we can do | **Lingering Thoughts or Questions:**   * need to be practical * getting into… * teachers 🡪 slow processes to embed * need to get practiced * still struggling with written literacy in terms of examples   writing Q. \_ In \_\_\_\_\_  written c.  convey sense  explaining \_\_\_\_\_  making meaning  “the rate of decay is proportional to the amount of material  dy/dx ∞ y  = a/b – c/d x/1-x = 2-x/2   * use of asttle writing data, is there an overall score to see the movement? * Astle writing: * unplanned * gone in cold * rough draft * query accuracy * validity of planning writing, foregrounding activity before sitting the testing * all staff should be here to benefit from this. |